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## **Enlistment Propensities of University Students**

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### Abstract

Enlistment propensities of undergraduates were assessed through surveys conducted at Northwestern University, University of Arizona, University of California-Los Angeles, and University of Illinois-Chicago. The core finding was that there is a definite, albeit limited, population that would be amenable to a short enlistment option -- 18 months -- coupled with educational benefits. Enlistment propensity was positively correlated with having a friend/relative with military experience, student debt, and the probability of serving overseas. Political orientation was not correlated with enlistment propensity.

The overall conclusion supports a dual-market approach in recruitment. Namely, incentives attractive to high socio-economic status youth differ from those conventionally aimed at working-class youth. Recommendations include: (1) incorporate social psychological theories in recruitment analyses to counterbalance prevailing econometric approaches, (2) rely more on veterans who were not career Soldiers for recruiters, (3) aim advertisement at veterans to influence younger relatives and friends to enlist, (4) emphasize military service as a rewarding change of pace between undergraduate and graduate school or between school and career.

## Enlistment Propensities of University Students

Introduction. Two thirds of high school graduates go on to higher education. This is the elemental reality of the enlistment pool. Of this number, approximately two thirds graduate with a bachelor's degree. In total numbers, some 1,200,000 young people receive a bachelor's degree every year. The purpose of this report to offer data and insight in the possibility of recruiting from the college graduate population, a market heretofore largely ignored in recruitment policies.

Attracting high-quality recruits necessarily involves moving into the college market. The premise is that incentives attractive to high socio-economic-status youth differ from those conventionally aimed at working-class youth. A dual-market approach would be complimentary to, rather than superceding, prevailing enlistment options.

The data presented on enlistment propensities of undergraduate students are based on surveys conducted at four universities. The universities and the numbers surveyed were:

1. Northwestern University (NU), a highly selective private university:  
N=910;
2. University of Arizona (UA), a selective major state university:  
N=211;
3. University of California-Los Angeles (UCLA), a selective major state university: N=207;
4. University of Illinois-Chicago (UIC), a predominantly lower-middle and working class university: N=239;
5. In addition, a special survey was taken of students enrolled in the Hispanic Program at UCLA: N=150.

The total number surveyed was 1,717. The surveys were conducted during the academic years 2000-01 and 2001-02. These were the first and only surveys on enlistment propensity ever conducted on a university campus. The tabular breakdowns by survey item and university are given in Appendix 1. The survey instrument is given in Appendix 2.

Demographics: Differences in class background were notable between the surveyed students. Thus, for example, the percentage of students whose fathers had at least a bachelor's degree was 85% at NU, 46% at UCLA, 41% at UA, 33% at UIC, and 16% for the Hispanic sample. Likewise, the percentage of students whose mothers had at least a bachelor's degree was 78% at NU, 37% at UA, 40% at UCLA, 33% at UIC, and 13% for the Hispanic sample. The percentage of students who worked at least ten hours a week in paid employment was 19% at NU, 45% at UA, 46% at UCLA, 49% at UIC, and 55% for the Hispanic sample.

Thus, in general terms, we can regard the NU students as highest in socio-economic status, UA and UCLA more in the middle, and UIC and the Hispanic students lower. But, it is to be stressed that all the surveyed were students at reputable universities.

Students of more selective universities had fewer friends or relatives who had ever served in the military. Approximately one-thirds of higher socio-economic status students knew someone who had ever served in the military compared with two-thirds of lower socio-economic status. Noteworthy, of those who did have relatives/friends who had been in the military, such relative/friends were about four times more likely to view their military service in favorable rather than unfavorable terms.

Very significant, over half of the students across the board report having large student loans to pay off following graduation. Equally significant, about 40 percent of the students at each of the universities expected to go on to graduate school immediately after graduation.

## Findings

Context. Consistent with other surveys, the political orientations of the students tend to be more liberal at the higher status schools: 59 percent at NU versus 35% at UIC, with UA and UCLA in the middle.

Only half of the students knew that a colonel was a higher rank than a major. This item was used as an indicator of knowledge of military life.

When asked about their impressions of military life, the male students were three times more likely to have negative than positive impressions. The exception was UIC where favorable impressions of military life were more prevalent than negative views. Among females, negative impressions were five times more likely than positive impressions. The most significant factors precluding enlistments were, in rank order: (1) military lifestyle, (2) danger, and (3) length of enlistment. Among the working-class and Hispanic students, family obligations were also mentioned as negative in enlistment decisions.

Military-Civilian Comparisons. When making military-civilian comparisons on various values, the military comes off second best to civilian life in virtually all categories. As one would expect, personal freedom was almost universally seen as less likely in the armed forces than in civilian life. But surprising is that the military fared worse than civilian life in the opportunity to travel abroad and meeting people of different backgrounds. The only area where the military was seen as superior to civilian life was in equal opportunity for racial minorities.

Noteworthy is that enlistment propensity doubled with the probability of serving overseas – say in Germany or Korea – for both men and women. On the probability of serving in a peacekeeping mission – such as Bosnia or Kosovo, there was variability by category. Males across the board were more likely than females to see peacekeeping as a positive inducement. Males at the more selective universities were most likely to see peacekeeping as positive enlistment inducement.

Surprisingly, the likelihood of males and females training together in boot camp was a strong negative on female enlistment propensity. Not so surprising, allowing gays and lesbians to serve openly in the military was more of a negative among males than females, and a more of a negative for both males and females coming from lower socio-economic backgrounds.

Enlistment Options. A core part of the survey was assessing recruitment propensity by four hypothetical enlistment options. These options were: (1) four-year enlistment with \$60,000 in educational benefits, (2) three-year enlistment with \$40,000 education benefits, (3) two-year enlistment with \$25,000 educational benefits, and (4) 18-month enlistment with \$15,000 educational benefits. Enlistment propensity was measured by the response choices of: (1) very likely, (2) possibly, (3) unlikely, or (4) definitely not.

The findings were remarkably similar across the universities. The number saying they would possibly consider a four or three-year option was negligible. The number rose to 11 percent for the two-year option and to 16 percent for the 18-month option.

Toward the end of survey, the students were asked to pause and listen to Professor Moskos recounting his own drafted days more than a generation ago. This was somewhat in the nature of a controlled experiment. In these remarks, I tried to be as candid as possible mentioning both the ups and downs of enlisted military service. The theme was that military service abroad could be most rewarding and the comradeship of persons from diverse backgrounds was extremely hard to capture outside of the armed forces. I also stressed that my reserve duty after active service fit in very well with my graduate studies. See Appendix 3 for these remarks.

Following Moskos' remarks, the students were asked to answer the same enlistment options once again. The number giving more positive answers – “possibly” or “very likely” – on enlistment increased by about half at UCLA and UIC, reaching 32% and 37%, respectively. (I did not personally give the survey at UA.) This refers to the 18-month and two year options. There was no significant change for the longer enlistment options which remained at negligible numbers.

Noteworthy, Professor Moskos' remarks had the greatest effect at Northwestern University. The number indicating a higher propensity over tripled (!) following the remarks. Those indicating interest in the two-year option went from four percent before the remarks to 16 percent after the talk. The number indicating such interest for the 18-month option increased from 8 to 26 percent. The higher effect of Moskos' remarks at Northwestern compared to the other universities can be attributed to the fact that he was a known person in the class. This gave him greater credibility than in the universities where he was not known. It was also surely the case that this was the first time the students had ever heard a pro-enlistment presentation.

National Service. Another item on the survey assessed the students' likelihood for entering a form of civilian national service, e.g. Peace Corps, AmeriCorps, Teach for America. The options were identical to those presented for military enlistment in terms of length of service and amount of educational benefits. In all cases, interest in civilian national service was substantially greater than that for military service. Approximately one third of the students said they would possibly or likely do such civilian service for 18 months with a \$15,000 educational benefit. By gender, the differences were even more marked. Close to half of the women said they would “possibly” or “very likely” perform such civilian service.

Contemporary Events. The terrorist attacks on the United States on September 11 2002 had no discernible effect on enlistment propensity in the two universities – NU and UIC – where this question was included on the survey.

Findings dealing with the new recruiting slogan – “An Army of One” -- were surprising. Approximately two thirds of the surveyed students had not even heard of the slogan! Of those who had, approximately 80 percent said it had no effect on their likelihood of joining the Army. Among the remainder a large majority said the slogan would make them less likely to join in Army.

Correlations. Higher enlistment propensity among college students was positively correlated with: (1) having a friend/relative with a military experience; (2) having substantial student debts; and (3) the probability of serving overseas.

Some findings were counter-intuitive. Higher enlistment propensity was not correlated with: (1) political orientation; and (2) knowledge of military life.

## Conclusion

A limited, but not insignificant enlistment pool potentially exists among college graduates if a short enlistment option were available, i.e. 18 months. With proper appeals, the potential pool can be reasonably estimated to be around 10 percent of college graduates. This would come to 150,000 individuals each year.

For college students, educational benefits and new experience are major enlistment attractions; pay or skill training are not. Educational benefits have particular salience in the contemporary scene as many college students now graduate with significant student loan debts. Median student loan debt upon college graduation is now estimated at \$15,000.

Another factor is the high percentage of college graduates who now go on to graduate school. Forty percent of the surveyed students indicated such intentions right after graduation. In point of fact, a higher percentage of youth now go on to graduate school than went to undergraduate school in the immediate post-WWII years.

These new realities argue for a rethinking of GI Bill-type programs to include appealing to graduate students. From this standpoint, a break between a bachelor's degree and graduate studies might be a new incentive for military recruitment. For college youth, the citizen-Soldier rather than a military career is where recruitment appeals must focus.

The data also indicate that models of recruitment that rely on econometric analysis are deficient. It is time to introduce social psychological variables in recruitment analysis. The eminent psychologist Leon Festinger developed a "comparison theory" in the 1950s. This is to say that humans evaluate themselves not so much by objective standards such as monetary rewards, but by comparisons with people around them. Likewise, the noted social psychologist James Coleman rejected the economist's "individualistic premises" and argued for the importance of relations among people in making life choices.

Similarly, the concept of "reference groups" would enlighten recruitment studies. This is to say that people get their cues from meaningful groups rather than a generalized other. For recruitment purposes, noting would be more meaningful than one's friends joining the Army.

Recommendations. The basic finding is that there is a distinct market that has hitherto been untapped in military recruitment. This involves college graduates. The following is a list of preliminary recommendations:

1. Incorporate social psychological theories in recruitment analyses to counterbalance the prevailing econometric approaches so prevalent in Defense Department contract consultants.



2. Inasmuch as the biggest disincentive for college graduate is a long enlistment term, introduce an 18-month enlistment option.

3. Consider having university newspaper editors visit troops in the field and do follow-up stories.

4. Rely more on veterans who were not career Soldiers for recruiters.

5. Aim advertisements at veterans to influence younger relatives and friends to enlist.

6. Emphasize military service as a rewarding change of pace and interim experience between undergraduate and graduate school or between school and career.

## **Appendix 1**

### **TABULAR DATA ON MILITARY RECRUITMENT SURVEY OF UNIVERSITY STUDENTS**

## Section A. Survey Demographics

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### A.1 Total Surveyed:

Northwestern University. Nov 2000 & Nov 2001 (NU)	910
University of Arizona. Jan, 2001 (UA)	211
University of California Los Angeles. Apr 2000 (UCLA)	207
University of Illinois-Chicago. Oct 2000 (UIC)	239
Hispanic Program UCLA. Apr 2000 (Hispanic)	150
Total	1,717

A.2 Gender:	NU	UA	UCLA	UIC	Hispanic
Male	42%	39%	40%	39%	39%
Female	58	61	60	61	61
Total	100%	100%	100%	100%	100%

### A.3 Year

Freshman	57%	42%	44%	55%	48%
Sophomore	33	28	25	23	21
Junior/Senior	10	30	31	22	31
Total	100%	100%	100%	100%	100%

A.4 Race or Ethnicity:	NU	UA	UCLA	UIC	Hispanic
White	65%	71%	50%	45%	---
Asian	21	14	30	26	--
Black	6	4	6	15	--
Hispanic	4	8	10	12	100%
Other	4	3	4	2	--
Total	100%	100%	100%	100%	100%

#### A.5 Father's Educational Background:

Post-grad degree	57%	21%	29%	15%	9%
Bachelors' degree	28	20	17	18	7
Some college	9	20	18	26	19
high schl. diploma	5	22	14	26	20
non-h.s. diploma	1	17	22	15	45
Total	100%	100%	100%	100%	100%

#### A.6 Mother's Educational Background:

Post-grad degree	39%	12%	17%	11%	6%
Bachelors' degree	39	25	23	22	7
Some college	13	24	23	24	23
high schl. diploma.	8	23	16	29	22
non-h.s. diploma	1	16	21	14	42
Total	100%	100%	100%	100%	100%

	NU	UA	UCLA	UIC	Hispanic
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#### A.7 Political Orientation:

liberal	59%	45%	51%	35%	50%
middle of road	24	39	37	51	45
conservative	17	16	12	14	5
Total	100%	100%	100%	100%	100%

#### A.8 Hours of Week in Paid Employment:

less than ten	81%	55%	54%	51%	45%
more than ten	19	45	46	49	55
Total	100%	100%	100%	100%	100%

#### A.9 "If you have friends or relatives who have served in the military, were there experiences favorable, unfavorable, or mixed?"

favorable	23%	24%	24%	29%	32%
mixed	17	20	22	28	28
unfavorable	3	11	12	6	7
no relatives/ friends in military	57	45	42	37	34
Total	100%	100%	100%	100%	100%

## Section B. Gender Comparisons

NU                      UA                      UCLA                      UIC

B.1 "Would you say you have a positive, neutral, or negative impression about life in the military?"

### Males:

positive	10%	17%	19%	30%
neutral	46	37	35	52
negative	44	46	46	18
Total	100%	100%	100%	100%

### Females:

positive	7%	7%	10%	22%
neutral	40	45	47	60
negative	53	48	43	18
Total	100%	100%	100%	100%

B.2 Plans Right After Graduation:

### Males:

graduate school	40%	42%	47%	40%
full-time employm.	31	31	17	42
take some time off	6	8	10	9
enter the military	1	--	--	1
some form of nat. svc.	3	2	6	--
other	2	2	4	--
undecided	17	15	16	8
Total	100%	100%	100%	100%

	NU	UA	UCLA	UIC
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## B.2 Plans Right After Graduation

### Females:

graduate school	35%	36%	42%	44%
full-time employm.	30	29	25	39
take some time off	4	8	11	4
enter the military	1	--	--	--
some form of nat. svc.	8	5	1	1
other	2	3	3	3
undecided	21	19	18	10

Total	100%	100%	100%	100%
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## Section C. Military-Civilian Comparisons

	NU	UA	UCLA	UIC	Hispanic
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C.1 "Assuming you are not considering joining the military, how important are the following reasons?" (Top five) Percent Very Important.

Lifestyle	77	71	73	39	57
Danger	61	53	46	54	49
Length of Enlistm.	59	50	54	36	45
Against Beliefs	44	40	39	29	38
Family Obligations	27	28	32	47	54

NU    UA    UCLA    UIC    Hispanic

C.2 "How important is the opportunity to travel foreign countries to you?"

very important	62%	54%	53%	35%	50%
somewhat important	31	37	38	51	39
not important	7	9	9	14	11
Total	100%	100%	100%	100%	100%

C.3 "Are you more likely to travel to foreign countries in the military, a civilian job, or equally in both?"

military	19%	18%	21%	15%	24%
civilian	56	67	65	59	56
equally in both	25	19	14	26	20
Total	100%	100%	100%	100%	100%

C.4 "How important is personal freedom to you?"

very important	93%	91%	88%	94%	93%
somewhat important	7	9	12	5	7
not important	--	--	--	1	--
Total	100%	100%	100%	100%	100%



NU      UA      UCLA      UIC      Hispanic

C.5 "Are you more likely to find personal freedom in the in the military, a civilian job, or equally in both?"

military	1%	--	--	3%	1%
civilian	94	92%	91%	92	83
equally in both	5	8	9	25	16
Total	100%	100%	100%	100%	100%

C.6 "How important is meeting people of different backgrounds for you?"

very important	55%	58%	56%	42%	54%
somewhat important	39	38	39	48	42
not important	6	4	5	10	4
Total	100%	100%	100%	100%	100%

C.7 "Are you more likely to meet people of different backgrounds in the military, a civilian job, or equally in both?"

military	19%	14%	11%	9%	10%
civilian	31	43	40	29	32
equally in both	50	43	49	62	58
Total	100%	100%	100%	100%	100%

	NU	UA	UCLA	UIC
--	----	----	------	-----

C.8 "Do you think racial minorities are more likely to find equal opportunity in the military or civilian world?"

Whites:

military	54%	40%	31%	25%
civilian	9	28	22	18
about the same in both	37	32	47	57

Total	100%	100%	100%	100%
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Non-Whites:

military	37%	24%	28%	20%
civilian	21	33	28	19
about the same in both	42	43	44	61

Total	100%	100%	100%	100%
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C.9 "Do you think women are more likely to find equal opportunity in the military or civilian world?"

Males:

military	5%	4%	6%	1%
civilian	76	58	59	60
about the same in both	19	37	35	39

Total	100%	100%	100%	100%
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Females:

military	2%	2%	1%	3%
civilian	85	77	78	69
about the same in both	13	21	21	28

Total	100%	100%	100%	100%
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## Section D. Enlistment Options

NU      UA      UCLA      UIC

D.1 "Assume for the moment that you were seriously considering enlisting in the military, would the probability of serving overseas -- say in Germany or Korea -- make you:"

more likely to enlist	57%	40%	36%	24%
no effect on decision	28	38	38	53
less likely to enlist	25	22	26	23
Total	100%	100%	100%	100%

D.2 "Assume for the moment that you were seriously considering enlisting in the military, would the requirement that males and females physically train together in boot camp make you:"

### Males:

more likely to enlist	25%	17%	16%	20%
no effect on decision	71	81	80	68
less likely to enlist	4	2	4	12
Total	100%	100%	100%	100%

### Females:

more likely to enlist	8%	10%	10%	9%
no effect on decision	48	55	51	64
less likely to enlist	44	35	39	27
Total	100%	100%	100%	100%

NU                      UA                      UCLA                      UIC

D.3 "Assume for the moment that you were seriously considering enlisting in the military, would allowing gays and lesbians to openly serve in the military make you:"

Males:

more likely to enlist	12%	11%	4%	6%
no effect on decision	79	63	69	65
less likely to enlist	9	26	27	29
Total	100%	100%	100%	100%

Females:

more likely to enlist	9%	13%	10%	6%
no effect on decision	84	81	78	77
less likely to enlist	7	6	12	17
Total	100%	100%	100%	100%

D.4 "Assume for the moment that you were seriously considering enlisting in the military, would the probability of serving in a peacekeeping mission -- such as in Bosnia or Kosovo -- make you:"

Males:

more likely to enlist	31%	22%	30%	13%
no effect on decision	50	59	49	56
less likely to enlist	19	19	31	31
Total	100%	100%	100%	100%

Females:

more likely to enlist	13%	11%	14%	12%
no effect on decision	64	71	68	70
less likely to enlist	23	18	18	18
Total	100%	100%	100%	100%

**Section E. Enlistment Propensities by Various Options: Before and After Moskos Talk. (Options are length of enlistment and amount of educational benefits)**

**E.1 Total Sample of Northwestern, UCLA, and UIC**

Before Talk:

	Four Yrs w/60K	Three Yrs w/40K	Two Yrs w/25K	18 Months w/15K
very likely	2%	1%	1%	2%
possibly	9	9	10	14
unlikely	26	27	29	28
definitely not	63	63	60	56
Total	100%	100%	100%	100%

After Talk:

	Four Yrs w/60K	Three Yrs w/40K	Two Yrs w/25K	18 Months w/15K
very likely	2%	1%	2%	3%
possibly	10	11	19	25
unlikely	30	31	30	31
definitely not	58	57	49	40
Total	100%	100%	100%	100%

## E.2 Percent Saying Enlistments Likely or Possible:

### Before Talk:

	NU	UCLA	UIC
4-years	--	1	4
3-years	--	2	4
2-years	4	7	12
18 months	8	16	20

### After Talk:

	NU	UCLA	UIC
4-years	--	1	4
3-years	--	2	5
2-years	16	9	15
18 months	26	23	22

## E.3 Percent of respondents who would "likely" or "possibly" consider civilian service (e.g. Peace Corps, AmeriCorps, Teach for America): Same educational benefits as above.

	NU	UCLA	UIC
4-years	15	20	22
3-years	19	22	22
2-years	28	27	24
18 months	35	32	29

## Section F. Contemporary Events

Northwestern University and University of Illinois-Chicago

F.1 Has the terrorist attacks on the United States on September 11 had any effect on your willingness to join the military?

More likely	15%
No effect	69
Less likely	16
Total	100%

F.2 Has the terrorist attack on the United States on September 11 had any effect on your willingness to join a civilian corps performing such duties as airport security or border patrols?

More likely	23%
No effect	54
Less likely	23
Total	100%

F. 3 The Army has adopted a new recruiting slogan: "An Army of One." Had you heard of this slogan before this survey?

	NU	UCLA	UIC
Yes	35%	27%	41%
No	65	73	59
Total	100%	100%	100%

F.4 If you answer to the above was no, please skip this question. If your answer was yes, what is your opinion of the slogan "An Army of One."

	NU	UCLA	UIC
make me more likely to join Army	3%	5%	11%
has no effect on likelihood of joining Army	82	81	72
make me less likely to join the Army	15	14	17
Total	100%	100%	100%

### Section G. Miscellaneous

G.1 This question seeks to learn how familiar young people are with military service. In the military, which rank is higher, Major or Colonel? If you are not sure, just indicate "don't know."

	NU	UA	UCLA	UIC
Colonel:	55%	55%	49%	51%
correct answer				
Incorrect	45	45	51	49
or don't know				
Total	100%	100%	100%	100%



## **Appendix 2**

### **SURVEY ON EDUCATIONAL BENEFITS, MILITARY RECRUITMENT, AND NATIONAL YOUTH SERVICE**

This survey addresses topics related to educational benefits, military recruitment and national youth service. The goal is to document your opinions in a manner that best represents them. You are therefore welcome and encouraged to provide written comments on any of the items covered in this survey.

Your thoughtful and sincere answers are important to the success of this study. Please give each question your careful consideration.

**THANK YOU FOR YOUR COOPERATION**

Please circle the letter of your response.

1. What do you think you will be doing right after your graduate from U.C.L.A.?
  - a. Go to graduate school
  - b. Be full-time employed
  - c. Take some time off and do my own thing for a while
  - d. Enter the military
  - e. Do some form of national service like the Peace Corps or AmeriCorps
  - f. Undecided
  - g. Other (please indicate)
  
2. What is your opinion about what military life is like. Overall, would you say you have a positive, neutral, or negative impression about life in the military?
  - a. Positive
  - b. Neutral
  - c. Negative
  
3. Over the past year, did you see or hear advertising that encouraged people to enlist in the armed services?
  - a. Yes
  - b. No
  - c. Not Sure
  
4. Have you ever personally talked to a military recruiter?
  - a. Yes
  - b. No
  
5. How likely is that you will serve in the military in the next few years? Would you say:
  - a. Very Likely
  - b. Possibly
  - c. Unlikely
  - d. Definitely not

6. Let us be a little more specific. How likely is it that you would serve in the military under the below listed options? The educational benefits listed below could be used to pay off student loans or help fund graduate studies. (Note: a typical lower-ranking Soldier in the Army makes about \$1,200 a month, plus, of course, room and board and full medical coverage.)

	Very Likely	Possibly	Unlikely	Definitely Not
a. four years of service with \$60,000 educational benefits	_____	_____	_____	_____
b. three years of service with \$40,000 educational benefits	_____	_____	_____	_____
c. two years of service with \$25,000 educational benefits	_____	_____	_____	_____
d. 18 months of service with \$15,000 educational benefits	_____	_____	_____	_____
e. 18 months of service with \$15,000 educational benefits	_____	_____	_____	_____

7. What would your friends and family say if you joined the military, say for two years, to serve overseas and get educational benefits:

- a. Think I was silly or stupid
- b. Probably have mixed feelings
- c. Would not care one way or another
- d. Be supportive
- e. Other (please specify)

8. Looking at the same options, but this time consider serving in a civilian capacity, such as the Peace Corps, AmeriCorps, or working in a school, hospital, or some public agency. Your salary would cover room and board, plus \$500 a month in spending money. The educational benefits listed below could be used to pay off student loans or help fund graduate studies.

	Very Likely	Possibly	Unlikely	Definitely Not
a. four years of service with \$40,000 educational benefits	_____	_____	_____	_____
b. three years of service with \$30,000 educational benefits	_____	_____	_____	_____
c. two years of service with \$15,000 educational benefits	_____	_____	_____	_____
d. 15 months of service with \$10,000 educational benefits	_____	_____	_____	_____

9. What would your friends and family say if you performed civilian national service, say for two years, and get educational benefits:

- a. Think I was silly or stupid
- b. Probably have mixed feelings
- c. Would not care one way or another
- d. Be supportive
- e. Other (please specify)

10. How would you characterize yourself with regard to taking part in physical activities and athletics:

- a. very active
- b. somewhat active
- c. not very active

11. How important is the opportunity to travel to foreign countries to you?

- a. Very important
- b. Somewhat important
- c. Not important

12. Are you more likely to travel to foreign countries in the military, a civilian job, or equally in both?

- a. Military
- b. Civilian
- c. Equally in both

13. How important is the opportunity for adventure for you?

- a. Very important
- b. Somewhat important
- c. Not important

14. Are you more likely to experience adventure in the military, a civilian job, or equally in both?

- a. Military
- b. Civilian
- c. Equally in both

15. How important is personal freedom for you?

- a. Very important
- b. Somewhat important
- c. Not important

16. Are you more likely to find personal freedom in the military, a civilian job, or equally in both?

- a. Military
- b. Civilian
- c. Equally in both

17. How important is meeting people of different backgrounds for you?

- a. Very important
- b. Somewhat important
- c. Not important

18. Are you more likely to meet people of different backgrounds in the military, a civilian job, or equally in both?

- a. Military
- b. Civilian
- c. Equally in both

19. Assuming you are **not** considering joining the military, how important are the following as reasons for **not** joining: Check one per line

	Very Important	Somewhat Important	Not Really a Consideration One Way or the Other
military people are not my kind of people	_____	_____	_____
don't like military lifestyle	_____	_____	_____
family obligations	_____	_____	_____
threat to my life,danger	_____	_____	_____
against my beliefs, opposed to killing	_____	_____	_____
too physically challenging	_____	_____	_____
too long a commitment	_____	_____	_____
pay too low	_____	_____	_____
nobody I know is joining the military	_____	_____	_____
my family would disapprove	_____	_____	_____

Other Very Important reason for **not** joining the military: (please write in)

20. Do you think racial minorities are more likely to find equal opportunity in the military or in the civilian world?

- a. Military
- b. Civilian world
- c. About the same in both

21. Do you think women are more likely to find equal opportunity in the military or in the civilian world?

- a. Military
- b. Civilian world
- c. About the same in both

22. This question seeks to learn how familiar young people are with military service. In the military, which rank is higher, Major or Colonel. If you are not sure, just indicate don't know.

- a. Major
- b. Colonel
- c. Don't Know

23. The Army has adopted a new recruiting slogan: "An Army of One." Had you heard of this slogan before this survey?

- a. Yes
- b. No

24. If your answer to the above was no, please skip this question. If your answer was yes, what is your opinion on the slogan "An Army of One."

- a. would make me more likely to join the Army
- b. would have no effect on my likelihood of joining the Army
- c. would make me less likely to join the Army

25. Do you have any friends or relatives who are **currently** serving in the military? If no, go to next item. If yes, is their military experience generally favorable, unfavorable, or mixed?

- a. Favorable
- b. Unfavorable
- c. Mixed

26. Do you have any friends or relatives who have **previously** served in the military? If no, go to next item. If yes, was their military experience generally favorable, unfavorable, or mixed?

- a. Favorable
- b. Unfavorable
- c. Mixed

27. Some leaders are proposing that all young men and women in America **be required** to serve one year in either the military or in a civilian service job, such as working in a school, hospital, conservation corps, or helping the elderly. How do you feel about this?

- a. Strongly agree
- b. Agree
- c. Don't Know
- d. Disagree
- e. Strongly disagree

**Please Stop At This Point and Await Professor Moskos' Remarks**



28. Now that you heard Professor Moskos' remarks, please respond again to the same enlistment choices given earlier. How likely is it that you would serve in the military under the below listed options?

	Very Likely	Possibly	Unlikely	Definitely Not
a. four years of service with \$60,000 educational benefits	_____	_____	_____	_____
b. three years of service with \$40,000 educational benefits	_____	_____	_____	_____
c. two years of service with \$25,000 educational benefits	_____	_____	_____	_____
d. 18 months of service with \$15,000 educational benefits	_____	_____	_____	_____
e. 15 months of service with \$10,000 educational benefits	_____	_____	_____	_____

29. Assume for a moment that you were seriously considering enlisting in the military, would the requirement that males and females physically train together in boot camp make you:

- a. More likely to enlist
- b. Less likely to enlist
- c. Have no effect on your decision to enlist

30. Assume for a moment that you were seriously considering enlisting in the military, would allowing gays and lesbians to openly serve in the military make you:

- a. More likely to enlist
- b. Less likely to enlist
- c. Have no effect on your decision to enlist.

31. Assume for a moment that you were seriously considering enlisting in the military, would the probability of serving overseas -- say in Germany or Korea -- make you:

- a. More likely to enlist
- b. Less likely to enlist
- c. Have no effect on your decision to enlist

32. Assume for a moment that you were seriously considering enlisting in the military, would the probability of serving in a peacekeeping mission -- such as in Bosnia or Kosovo -- make you:

- a. More likely to enlist
- b. Less likely to enlist
- c. Have no effect on your decision to enlist

33. Assume for a moment that you had to enter the military, which branch of service would you prefer:

- a. Air Force
- b. Army
- c. Marine Corps
- d. Navy
- e. Coast Guard

**Background**

34. What year are you?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

36. What is your gender?

- a. Male
- b. Female

37. What is your race or ethnic background? (mark only one)

- a. Hispanic/Latino
- b. Black
- c. White
- d. Asian American
- e. Other \_\_\_\_\_

38. Were you raised mostly:

- a. In a large city
- b. In the suburbs of a large city
- c. In a small or medium sized town
- d. In the country

39. What is the educational level of your mother?

- a. Post-graduate degree
- b. Bachelor's degree
- c. Some college
- d. High school diploma
- e. Non-high school graduate

40. What is the educational level of your father?

- a. Post-graduate degree
- b. Bachelor's degree
- c. Some college
- d. High school diploma
- e. Non-high school graduate

41. In terms of economic class background, which comes closest to your parents' status?

- a. Upper
- b. Upper-middle
- c. Lower-middle
- d. Working
- e. Lower

42. What is your political orientation?

- a. Very Liberal
- b. Liberal
- c. Middle of the road
- d. Conservative
- e. Very Conservative

43. How much time do you spend on the Internet in a typical day?

- a. None
- b. A few minutes
- c. Half an hour
- d. One hour
- e. Two hours or more

44. Have you ever seen or visited a home page on the military services?

- a. Yes
- b. No

45. How many hours a week do you spend working for paid employment (either for or outside the university)?

- a. None
- b. 1- 5
- c. 5-10
- d. 10-20
- e. over 20

46. How many hours a week do you spend performing volunteer work/ community service?

- a. None
- b. 1-5
- c. 5-10
- d. 10-15
- e. over 15

47. Please indicate, using percentages, which of these funding sources pay for your undergraduate education. Of course, these would be estimates.

(percentage)

Your parents or relatives \_\_\_\_\_

Student loans \_\_\_\_\_

Credit cards or other loans \_\_\_\_\_

Scholarship from University \_\_\_\_\_

Federal grants (e.g. Pell) \_\_\_\_\_

ROTC scholarship \_\_\_\_\_

Other scholarships \_\_\_\_\_

Your own money \_\_\_\_\_

Total 100%